

Training Leaders of Cadets – “Leading Cadets” Block (L1)

CORE VALUES IN THE CADET PROGRAM

Scope: If CAP is to develop character in youth, the adults who lead cadets must understand and embrace the CAP Core Values. This seminar explores how those values relate to being a leader of cadets. Additionally, students will examine three ways that CAP promotes character among cadets, and conclude with a discussion about what character traits CAP expects its cadets to display.

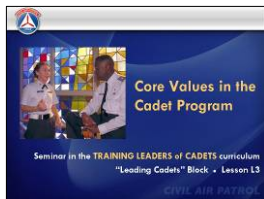
Format: Guided Discussion

Duration: 30 minutes

Objectives:

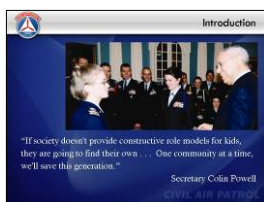
1. Describe how the Core Values relate to leading cadets.
2. Explain what CAP expects of cadets, and justify having high standards.
3. Discuss 3 ways CAP promotes character in the Cadet Program.

Resources: “What CAP Expects of Cadets” wallet card; CAPP 50-7, *Mentoring: Building Our Members*; CAPP 265-2, *Flight Time: Values for Living*; Powerpoint slides.



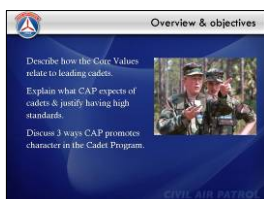
STARTING POINT

[Introduce yourself and state the seminar's topic.]



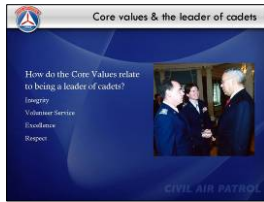
ATTENTION & MOTIVATION

Colin Powell tells us that America's youth are desperate for good role models. The good news is that people like you are willing to mentor cadets, challenge them, and help them lead a virtuous life.



OVERVIEW

During this seminar, we'll consider how the Core Values relate to us in our work leading cadets. We'll also discuss what types of character traits we want to see our cadets develop. Finally, we'll look at three methods we have for developing character in the Cadet Program.



MAIN POINT #1: HOW CORE VALUES RELATE TO LEADERS OF CADETS.

[Guided Discussion]

You're familiar with CAP's Core Values, but have you considered how they relate to our role as leaders of cadets? How do you see integrity, volunteer service, excellence, and respect in relationship to your work with cadets?

[Consider splitting the class into groups. Have each group tackle one (or more) of the Core Values and list their thoughts. Then bring the groups back together to discuss their lists with the full class. Record student's responses on the butcher paper if possible, after dividing the paper into four sections – one for each core value. When the class finishes with this discussion, post the paper on the wall for safe-keeping. You may want to refer back to these values periodically during TLC.]

Anticipated Responses:

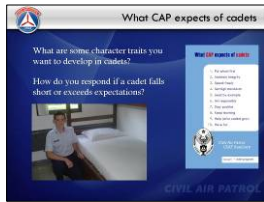
Integrity. Reinforcing the right values and priorities (ie: school first); promoting the ten expectations (see slide); honest, straight talk with cadets; not promising more than you can do; not playing favorites; upholding leadership standards (CPPT), and playing by the rules; etc.

Volunteer Service. Giving up some weekends and lots of weeknights; helping a new unit get started; participating in or leading community service, aerospace outreach, and DDR projects; taking an active interest in all the cadets; being a good listener and mentor; helping with transportation; etc.

Excellence. Taking professional development courses; reading about leadership, education, and youth-related issues; completing unit self-assessments; soliciting feedback about self and squadron; striving to always do better; having a spirit of creativity and innovation; seeking input from parents' committee; developing partnerships with other civic groups; etc.

Respect. Leading by example; using positive forms of leadership; refraining from using profanity, smoking, or drinking around cadets; following customs & courtesies; respecting the cadet chain of command; respecting the authority of CAP leaders; displaying a spirit of professionalism; etc.

TRANSITION: We've identified several ways that the Core Values relate to us as leaders of cadets. Next, let's consider how CAP's character development programs relate to cadets.



MAIN POINT #2: WHAT CAP EXPECTS OF CADETS.

[Guided Discussion]

What are some character traits you want to develop in cadets?

Anticipated Responses: Responses can vary, but should be compatible with the four Core Values. [Click the mouse to show “What CAP Expects of Cadets” wallet card on the slide. This card lists ten traits that CAP wants to see all cadets work toward. Review the ten items listed on the card with the class. These ten expectations are intended as a starting point for all cadets, and the wallet card is included in the Member Kit sent to all new cadets.]



[Distribute the “What CAP Expects of Cadets” wallet cards now, and briefly review the expectations listed on the card.]

Every cadet receives this wallet card in their Member Kit. If you are familiar with the expectations listed on this card, you can remind cadets of them as you mentor them and try to shape their behavior.

[Follow-Up Questions]

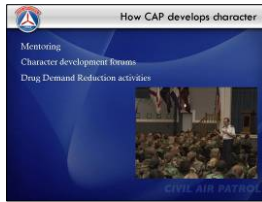
How do you plan on responding when one of your cadets falls short of the ideals listed on the wallet card, or displays a lapse in judgment? Do you throw the book at them? Do you follow a “zero tolerance” policy? What do you do?

Anticipated Responses: Responses can vary, such as: counseling, removing special privileges, orally reprimand the cadet, appeal to their better nature, involving their parents, tempering justice with mercy, etc. The over-arching theme is that the adult is to help the cadet learn from their mistake, and that the punishment should fit the crime. One goal of the Cadet Program is to instill good character, so terminating a cadet’s membership should be done only as a last resort.

Likewise, how do you respond if a cadet exceeds expectations?

Anticipated Responses: Tell them they have done a good job; reward in public; say “thank you”; grant them more responsibility and new opportunities; point to them as a role model for junior cadets; etc.

TRANSITION: We’ve considered character issues as they relate directly to cadets. Let’s take the conversation a step further by looking at three methods and some resources CAP has for developing character.



MAIN POINT #3: HOW CAP DEVELOPS CHARACTER IN CADETS.

[Guided Discussion]

Certainly there are dozens of ways that CAP develops character in cadets, but today we will be looking at 3 methods in particular: mentoring, character development forums, and DDR activities. [Next slide.]



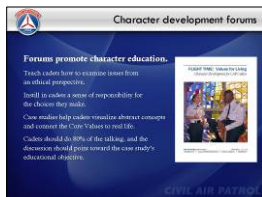
Mentoring is a term often used in leadership circles. What does “mentoring” mean to you? What are some things mentors can do?

Anticipated Responses: Helping, guiding, tutoring, coaching; introducing someone to new experiences; listening and providing a mature perspective; suggesting ways for someone to fulfill their goals; challenging someone to develop new skills; challenging someone to think about issues in a new way; etc.

[Follow-Up Question.]

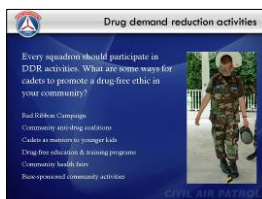
How does mentoring differ from teaching or supervising?

Anticipated Responses: Mentoring can be less formal than teaching; mentoring fosters communication without emphasizing the superior / subordinate relationship; it is more important for a mentor to be trustworthy than to be a subject matter expert; mentoring is individualized and conducted outside the classroom; etc. [Next slide.]



[Lecture Item.]

Cadets receive character education through monthly forums. The curriculum uses case studies to illustrate universal principles of ethics. A chaplain, moral leadership officer, or another senior member facilitates the cadets’ discussions. Conduct the forums using the “Flight Time” text (shown on the slide). [Next slide.]

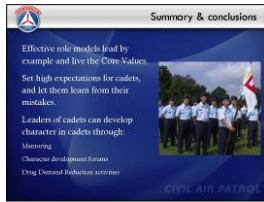


[Discussion Question.]

Every squadron should participate in DDR activities. What are some ways for cadets to promote a drug-free ethic in your community?

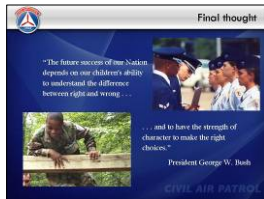
Anticipated Responses: Responses can vary; see slide.

TRANSITION: Between drug demand reduction activities, monthly forums using case studies, and informal mentoring, the Cadet Program develops character in youth. Next, let’s see what we can conclude about our discussions in this seminar.



SUMMARY & CONSLUSION

[Review the main points shown on the slide.]



REMOTIVATION & CLOSING

[See quote on slide.]